



CJ568 SECTION 01W/CRW, SEMINAR in CORRECTIONS

MEETS JUNE 5, 2023, through JULY 6, 2023

COURSE SYLLABUS: SUMMER I 2023

INSTRUCTOR INFORMATION

Instructor: Emily M. Homer, Ph.D. (she/her/hers)

Office Location: Since the Ferguson Sciences Building is under construction and it is summer, I will be mostly working from home.

Office Hours: Mondays and Tuesdays, 2 PM – 4 PM CT, via Zoom (a link is provided in Brightspace) or by appointment.

Office Phone: I do not have a working office telephone. Please let me know if you would like me to call you and we will arrange that. Otherwise, please contact me via email or Zoom during my office hours.

University Email Address: emily.homer@tamuc.edu

Preferred Form of Communication: E-mail

Communication Response Time: E-mail is the best way to contact me. I will respond within 24 hours (usually much quicker), 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: None

Software Required: Microsoft Word

Optional Texts and/or Materials: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.

Required readings:

*Andersen, L. H. (2020). Using a natural experiment to measure the impact of swifter punishment on criminal recidivism. *Journal of Experimental Criminology*, 16(2), 289–298.

*Andersen, T. S., Isom Scott, D. A., Boehme, H. M., King, S., & Mikell, T. (2020). What matters to formerly incarcerated men? Looking beyond recidivism as a measure of successful reintegration *The Prison Journal*, 100(4), 488-509.

*Belur, J., Thornton, A., Tompson, L., Manning, M., Sidebottom, A., & Bowers, K. (2020). A systematic review of the effectiveness of the electronic monitoring of offenders. *Journal of Criminal Justice*, 68, 1-18.

Farabee, D. (2002, January). Reexamining Martinson's critique: A cautionary note for evaluators. *Crime & Delinquency*, 48(1), 189-192.

*Felson, R. B., & Krajewski, A. T. (2020). Did mass incarceration lead to the disproportionate admission of minorities and marginal offenders? *Criminology & Public Policy*, 19(4), 1209-1229.

*Mears, D. P., Cochran, J. C., Bales, W. D., & Bhati, A. S. (2016). Recidivism and time served in prison. *The Journal of Criminal Law and Criminology*, 106(1), 83–124.

*Mourtgos, S. M., & Adams, I. T. (2020). The effect of prosecutorial actions on deterrence: A county-level analysis. *Criminal Justice Policy Review*, 31(4), 479-499.

Pfaff, J. F. (2012). The micro and macro causes of prison growth. *Georgia State University Law Review*, 1237, 1237-1272.

*Schnittker, J. (2014). The psychological dimensions and the social consequences of incarceration. *The ANNALS of the American Academy of Political and Social Science*, 651(1), 122-138.

*Shonin, E., Van Gordon, W., Slade, K., & Griffiths, M. D. (2013). Mindfulness and other Buddhist-derived interventions in correctional settings: A systematic review. *Aggression and Violent Behavior*, 18(3), 365-372.

Tomlinson, K. D. (2016). An examination of deterrence theory: Where do we stand. *Federal Probation*, 2016(3), 33-38.

*Turanovic, J.J., Rodriguez, N., & Pratt, T.C. (2012). The collateral consequences of incarceration revisited: A qualitative analysis of the effects on caregivers of children of incarcerated parents. *Criminology*, 50(4), 913-959.

*Visher, C. A., Lattimore, P. K., Barrick, K., & Tueller, S. (2017). Evaluating the long-term effects of prisoner reentry services on recidivism: What types of services matter? *Justice Quarterly*, 34(1), 136-165.

*Walters, G. D. (2020). Criminal thinking as a moderator of the perceived certainty–offending relationship: Age variations. *Psychology, Crime & Law*, 26(3), 267-286.

*Weisburd, D., Einat, T., & Kowalski, M. (2008). The miracle of the cells: An experimental study of interventions to increase payment of court-ordered financial obligations. *Crime & Public Policy*, 7(1), 9-36.

*Wong, J. S., Bouchard, J., Gushue, K., & Lee, C. (2019). Halfway out: An examination of the effects of halfway houses on criminal recidivism. *International Journal of Offender Therapy and Comparative Criminology*, 63(7), 1018-1037.

Note: Only the readings with an asterisk are eligible for the article summary/critique assignment (see more details in Assessments). Copies of the readings will be available in BrightSpace for free.

Course Description

A study of popular issues in community-based and institutional corrections with emphasis on organizational goal setting and achievement, program evaluation, client supervision, agency administration, and problem solving. An analysis of current research and its applicability to the criminal justice system and society will be performed.

Prerequisites: none

Student Learning Outcomes

Upon completion of this course, students who fully participate in all aspects of the course should be able to:

1. Read, interpret, and critique empirical research articles primarily related to the effectiveness of correctional programs, policies, and procedures
2. Discuss the results of empirical research articles with peers
3. Combine and summarize multiple empirical research articles around common themes
4. Summarize and describe specific trends in correctional programs, policies, and procedures related to Deterrence; Causes and Consequences of Incarceration; Correctional Options; and Re-entry and Recidivism

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Because this course is held online, you will need to have regular access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the student computer labs. Make sure that you will have access several hours per week (accessing the course online is the equivalent of attending the class). You must be able to use internet search tools, access Brightspace, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

For your privacy and security, only your official TAMUC email account will be used for email communication. No information will be sent to personal email accounts. Please check your TAMUC email regularly.

Instructional Methods

This course is held completely online through BrightSpace. The course is fully asynchronous, which means that not everyone is participating at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection. You should login to the course on BrightSpace on a regular basis to keep up with class assignments. Each module will end Sunday at 11:59 PM. The next module begins Monday morning.

The course is divided into 4 modules based on the key corrections concept that is examined each week. These concepts are Deterrence; Causes and Consequences of Incarceration; Correctional Options; and Re-entry and Recidivism. Each module will consist of reading multiple articles, completing one audio/video article summary and critique, responding to a peer's summary and critique, and submitting a reflection paper. You will also complete one capstone exam.

All assignments will be submitted within Brightspace. Written assignments will be completed using Turnitin, a program that checks for citations and plagiarism. I will review the Turnitin report along with the paper. For more information about Turnitin, go to <http://www.tamuc.edu/facultyStaffServices/academictchnology/educational-technology/turnitin.aspx>.

Student Responsibilities or Tips for Success in the Course

Taking an online class is different than taking a face-to-face class. You will largely be teaching yourself using materials I provide. That's what life-long learning is all about. You will do much of your communicating by writing. So, as a result, there will likely be more writing than in fully face-to-face classes.

For online classes, the roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource, and am responsible for creating an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection, and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it. Unlike fully face-to-face classes, I cannot see the confused look on your face when something doesn't make sense. Please communicate with me.

GRADING

Final grades in this course will be based on the following scale: A = 90%-100%, B = 80%-89%, C = 70%-79%, D = 60%-69%, F = 59% or below.

Because of Family Educational Rights and Privacy Act of 1974 (FERPA), information regarding grades will only be available through Brightspace. I will never provide information regarding grades through email or to anyone except you.

The assessments are worth the following point values:

Assessment	Point Value
Article Summary/Critiques (4 @ 20 points)	80
Article Summary Response (4 @ 15 points)	60
Reflection Papers (4 @ 30 points)	120
Final Exam	40
Total	300

Assessments

See further details on the Assessments listed below in Brightspace.

Article Summary/Critiques

The purpose of the article summary/critiques is for you to demonstrate that you have read and understood an academic article and can summarize and critique it for an audience. You will create an audio or video recording of your summary and critique of one of the assigned articles (not all of the articles are eligible for this assignment. Those that are eligible are noted in D2L). This recording must be **90 seconds or less** in length. Recordings should be made in such a way that the viewer can understand the study clearly without referring to the printed article.

You will complete one article summary/critique per week. You must complete your article summary/critique before completing your response (see below). I suggest you complete your summary/critique by Thursday of each week so you also have time for your peer response, but the formal due date for your summary each week is by **Sunday at 11:59 PM**. Article summary/critiques will be graded largely on accuracy of the summary, professionalism of the delivery, and adherence to the assignment criteria. Each article summary is worth 20 points for a total of 80 points.

Article Summary Responses

The purpose of the Article Summary Responses is to facilitate discussion regarding the course materials. After recording your own summary, you should review your peers' posted recordings. When listening, pay attention to your peers' summary/critique of the points listed previously. You should then select at least one of your peer's recordings and post a response in the online discussion board. You may choose an audio recorded, video recorded, or written response.

Your responses will be graded on evidence of critical thinking, constructive feedback, and adherence to the assignment criteria. You should complete at least one summary response each week by **Sunday at 11:59 PM**. Each response is worth 15 points for a total of 60 points.

Reflection Papers

The purpose of the reflection papers is to combine and critically assess multiple articles on a specific corrections concept. This paper should **not** be devoted to summarizing the sources individually. You may summarize the articles collectively when you describe the basics of the concept and its origins, but this paper should not be a summary of one article after the other.

Papers should be 4-7 pages in length following APA 7th edition guidelines (not including cover page or references). Given the nature of this activity, you do not need to include

an abstract. Papers will be based on clarity, critical analysis, interconnections, depth of analysis, self-criticism, and adherence to assignment directions. A rubric will be provided. The reflection papers are due each week by **Sunday at 11:59 PM**. Each paper is worth 30 points for a total of 120 points.

Final Exam

The purpose of the final exam is to assess your overall understanding of the four core concepts presented in this course. The exam will be four essay-style questions. You may use your notes and all your materials. The exam is due **Thursday, July 6 at 11:59 PM** and is worth 40 points.

Extra Credit

No extra credit will be offered in this course.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

I prefer communication via email but can also speak over the telephone or Zoom. I will respond to email and phone calls within 24 hours in most cases, 48 hours on weekends or holidays. If you do not receive a response within that timeframe, please reach out again. Please be sure that when you email me, you use a proper greeting (Dr. Homer or Professor Homer), an email body, and an appropriate closing. Be sure you have an appropriate and informative subject line. I will disseminate any important course-related information through your TAMUC email accounts and BrightSpace announcements.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

- If you are having problems, academically, socially, or emotionally, etc., please discuss these issues with me if your grades may be affected. I am happy to help however I can, but I need to know what is going on.
- Because we often study sensitive subjects (such as racism, sexism, victimization, crime, and so on), it is extremely important to be respectful of each other when discussing these matters. Diverse opinions, even controversial ones, are welcome; incivility toward each other will not be tolerated.
- I have assigned due dates to keep us all on track in this short course. However, I can and will be flexible, so I'm not going to assert any penalties for late assignments. I ask that you please just let me know if you need some extra time so that I know how and when to follow up.
- You will submit all written assignments adhering to the Student Paper criteria in American Psychological Association (APA) 7th edition. Occasionally, I will have acceptable formatting modifications listed in the assignment descriptions (i.e., no abstract is necessary), so be sure to pay attention to those. While this requirement includes proper paper formatting generally, I pay specific attention to the proper use of in-text citations and references. Most assignments will have a portion of points designated for adherence to proper formatting. If you do not properly cite, you will miss points on your assignment. In cases without proper formatting or citations, you may receive a 0 on your assignment: **papers without citations are plagiarized because they do not give the original author proper credit**. For assistance with writing or formatting in APA, seek guidance from me, the [TAMUC Writing Center](#), [the Waters Library](#), and [OWL of Purdue](#).

- I take issues of plagiarism (including self-plagiarism) and academic integrity very seriously. Plagiarism can be done intentionally or unintentionally, and I don't tolerate either one very well. You are responsible for understanding how to correctly cite and paraphrase, as well as being familiar with the TAMUC Academic Integrity policies (linked below). You are expected to write the majority of **all** your assignments with very few direct quotes. Writing your own work with paraphrasing rather than direct quotes is how you demonstrate to the reader that you understand what you have read. You are welcome to use a Turnitin checker or similar to determine how much of your paper is directly from another source before submitting it for a grade. For some practical advice on plagiarism, see the APA's [Avoiding Plagiarism and Self-Plagiarism Guide](#).

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Counseling Center Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE OUTLINE / CALENDAR

Week of	Reading(s)	Item(s) Due (by 11:59 PM on Sunday unless otherwise noted)
June 5 (Deterrence)	Tomlinson; *Walters; *Mourtgos & Adams; *Andersen	Article Summary/Critique 1; Article Summary Response 1; Reflection Paper 1
June 12 (Causes and Consequences of Incarceration)	Pfaff; *Turanovic et al.; *Schnittker; *Felson & Krajewski	Article Summary/Critique 2; Article Summary Response 2; Reflection Paper 2
June 19 (Correctional Options)	*Weisburd et al.; *Shonin et al.; *Wong et al.; *Belur et al.	Article Summary/Critique 3; Article Summary Response 3; Reflection Paper 3
June 26 (Re-entry and Recidivism)	Farabee; *Mears et al.; *Visher et al.; *Andersen et al.	Article Summary/Critique 4; Article Summary Response 4; Reflection Paper 4
July 3	none	Final Exam by Thursday, July 6, at 11:59 PM

I suggest you read the articles in the above order within each module, but that is your choice. In my recommendations, pieces that introduce key concepts are first, followed by the empirical research studies by date published. Note: Only the readings with an asterisk are eligible for the article summary/critique assignment.